

BBA

| Program Goal | Learning Goal <i>Students will demonstrate what knowledge and skills?</i> | Learning Objective <i>Students will perform what tasks?</i> | Assessment Tool <i>How are the students judged for quality and learning?</i> | Where Assessed |
|--|--|--|--|----------------|
| Analytical Thinking and Problem Solving | <p>Demonstration of ability to apply analytical thinking skills for business tasks</p> <p>Demonstration of ability to apply problem solving skills to business tasks</p> | <p>Students will</p> <ol style="list-style-type: none"> 1. Apply problem solving skills in data analysis 2. Interpreting the results of the analysis and making recommendations related to business tasks. | <p>70% or more of students will score 2 or higher on 3 point scales (1 = does not meet expectations, 2 = meets expectations, 3 = exceeds expectations) measuring analytical skills and problem solving. (see Rubric)</p> | OM374 |
| Interdisciplinary Business Knowledge | <p>Demonstration of interdisciplinary knowledge and skills in achieving business outcomes</p> | <p>Demonstration of interdisciplinary knowledge and skills in making decisions and solving problems in the following areas: accounting, finance, management, marketing, operations, information systems, and legal-ethical</p> | <p>70% of the students will score at least a 'C' grade on an interdisciplinary course assignment</p> | MGMT490 |

| Program Goal | Learning Goal <i>Students will demonstrate what knowledge and skills?</i> | Learning Objective <i>Students will perform what tasks?</i> | Assessment Tool <i>How are the students judged for quality and learning?</i> | Where Assessed |
|--|---|--|--|----------------|
| Communication Ability: Oral and Written | Students will demonstrate oral and written communication knowledge and skills appropriate for business situations. | <p>Students will demonstrate their ability to research, prepare and deliver an oral presentation on an assigned business topic</p> <p>Students will prepare and write a paper about an assigned business topic</p> | <p>70% or more of students will score a 2 or higher on a 3 point scale (1 = does not meet expectations, 2 = meets expectations, 3 = exceeds expectations) evaluating:</p> <ol style="list-style-type: none"> 1) Organization, content, professional language, oral presentation skills and 2) Organization, content, professional writing skills (spelling, punctuation, grammar, and reference format). | MGMT490 |
| Global Knowledge in Business | Students will demonstrate knowledge of international and cross-cultural issues in a globally integrated business environment. | Students will demonstrate knowledge of global business issues including, but not limited to, cross-cultural, legal, ethical, and environmental factors and the dynamics of the global economy | 70% percent or more of students will score 2 or better (3-point Likert scale) on individual written responses to multinational corporation business case. | MGMT490 |

| Program Goal | Learning Goal <i>Students will demonstrate what knowledge and skills?</i> | Learning Objective <i>Students will perform what tasks?</i> | Assessment Tool <i>How are the students judged for quality and learning?</i> | Where Assessed |
|--|--|---|--|--------------------|
| Legal & Ethical Knowledge in Business | Students will demonstrate knowledge of: <ol style="list-style-type: none"> 1. Business laws and legal issues. 2. The EMU Ethos Statement and the influence of professional and corporate codes of conduct on business decisions. | Students will apply legal and ethical knowledge to decision-making, corporate governance and corporate social responsibility in business circumstances. | 70% percent or more of students will correctly answer questions demonstrating legal and ethical knowledge and application to business facts. | LAW 293 MGMT490 |
| Group & Leadership Skills | Students will demonstrate group and leadership skills in a team business-related setting | Students will participate in a team project in which they must produce a business-related product. | 70% or more of students will score a 2 or higher on a 3 point scale (1 = does not meet expectations, 2 = meets expectations, 3 = exceeds expectations) evaluating team facilitation, collaboration, influence and organization skills in a team problem solving setting. | MGMT490 |

COBACC Curriculum Map for BBA Program
4/24/09

| BBA Program Goals | Core BBA Courses in which Program Goal is Integrated | | | | | | | | | | | |
|---|--|---------|----------|--------|--------|---------|---------|----------|----------|----------|--------|----------|
| | ACC 240 | ACC 241 | COB 200L | DS 265 | IS 215 | LAW 293 | FIN 350 | MGMT 202 | MGMT 386 | MKTG 360 | OM 374 | MGMT 490 |
| Analytical Thinking and Problem Solving | K | K | | A | K | A | A | | | | A | A |
| Interdisciplinary Business Knowledge | | | K | K | K | K | | | | | A | S |
| Communication Ability: Oral and Written | | | K | | | | | A | | A | | S |
| Global Knowledge in Business | K* | | | | K | K | K | K | K | K | K | |
| Legal and Ethical Knowledge in Business | K | K | K | | K | S | K | A | K | K | K | S |
| Group and Leadership Skills | | | K | | K | | | K | A | | | A |

*Planned for Fall 2009

K= Knowledge/Comprehension

A=Application/Analysis

S=Synthesis/Evaluation

COBACC Timeline for Assessment: Each Program Goal Assessed Twice in a 5-Year Period

| | Initial Data Gathering Period | | W2010 | F2010 | W2011 | F2011 | W2012 | F2012 | W2013 | F2013 | W2014 | F2104 |
|---|-------------------------------|-----------------------------|-------|------------------|-------|----------------|-------|-----------------------------|-------|-----------------|-------|------------------|
| | W2009 | F2009 | | | | | | | | | | |
| Analytical Thinking and Problem Solving | | X OM 374 | | | | X OM 374 | | | | | | |
| Interdisciplinary Business Knowledge | X MGMT 490 | | | X MGMT 490 | | | | | | | | |
| Communication Ability: Oral and Written | | X (W) core classes | | | | | | X (W) core classes | | | | |
| Global Knowledge in Business | X MGMT 490 | | | X MGMT 490 | | | | | | | | |
| Legal & Ethical Knowledge in Business | | X LAW 293 | | | | | | | | X LAW 293 | | |
| Group & Leadership Skills | X MGMT 490 | | | | | | | | | | | X MGMT 490 |

Initial COBACC Timeline for Assessment: Each Program Goal Pilot Assessed Once in a 2-Year Period from W2009-F2010

| | W2009 | F2009 |
|---|--------------|-----------------------|
| Analytical Thinking and Problem Solving | | X OM374 |
| Interdisciplinary Business Knowledge | X MGMT490 | |
| Communication Ability: Oral and Written | | X (W) core classes |
| Global Knowledge in Business | X MGMT490 | |
| Legal & Ethical Knowledge in Business | | X LAW293 |
| Group & Leadership Skills | X MGMT490 | |

Draft of Program Assessment Results: Winter 2009

Program Goals assess in MGMT 490

Assessed Goals:

I. Interdisciplinary Business Knowledge

II. Global Knowledge in Business

Two goals assessed in the final MGMT 490 exam with multiple choice questions: interdisciplinary Business Knowledge and Global Knowledge in Business

Results: Scores lower than 70% and some scores with highly variable results

Analysis: Low and variable results may be due to the addition of the these questions to the normal exam. The faculty member agreed to add the questions at the end of the exam. Because these questions may normally be assessed in a different way in the course and these were not originally part of this second exam, students may have been more prepared on other exam questions (overall exam grades were normal and average was in the 70% range).

Future Plans: In the next MGMT 490 assessment of these program goals, COBACC will work with MGMT 490 faculty in the beginning of the term to select questions. Therefore, the questions will be a normal part of the testing *and* the instruction part of the course. Adding questions late in the semester may unfairly reflect that students did not learn on these program goals when, in fact, the students wee 'tested' on this material in a different way.

III. Group & Leadership Skills

One goal assessed in the students' ratings of their group members' leadership and team skills (from their semester-long group project/strategy simulation).

Results: Strongly positively skewed and lack of variability in ratings of group members

Analysis: These strongly positive ratings may be due to the link between these ratings and group members' grades. Group members knew that their ratings would weight their group members' grades. Therefore, they knew that, for example, a 90% rating could reduce an "A" grade to a "B". Knowing this, students' ratings were most likely skewed.

Future Plans: In the next assessment of MGMT 490 stidents will continue to fill out their 'graded' peer rating form if that is used in the class, but will also be given a separate rating form with a 1 to 5 scale and that is anonymous. This anonymous form may be completed before the 'graded' rating because there is potential for the 'graded' ratings affecting the anonymous ratings due to self-justification biases.

MBA

SUMMARY OF MBA PROGRAM GOALS, LEARNING GOALS, LEARNING OBJECTIVES, AND ASSESSMENT TOOLS

| Program Goal | Learning Goal | Learning Objective | Assessment Tool | Where Assessed |
|---------------------------------------|---|--|---|--|
| Communications | Students will demonstrate oral and written communication knowledge and skills appropriate to business situations. | Students will demonstrate their ability to 1) Research, prepare, and deliver a 15-minute oral presentation on an assigned business topic. 2) Research, prepare, and write a 5-page business case analysis. | Eighty percent or more of students will score 3 or higher (5-point Likert scale) on evaluation of their: 1) organization; content; professional language & oral presentation skills; and proper question/answer techniques. 2) organization; content; recommendations; professional writing skills (spelling, punctuation, grammar, and reference format). | MGMT 604 |
| Critical Thinking/ Analytic Skills | Students will apply critical thinking/analytic skills, including gathering, analyzing, interpreting, and reporting of qualitative and quantitative data to solve business problems. | Students will demonstrate their ability to apply critical thinking skills on an MBA test. (Critical Thinking) | Eighty percent or more of students will score at or above the 50 th percentile on the ETS standardized exam for MBAs, administered prior to registering for the capstone course. (Critical Thinking) | PRIOR TO MGMT 696 BY GRAD ADVIS |
| | | Students will demonstrate their ability to gather, analyze, and interpret data by writing a meaningful report that addresses a business problem. (Analytic Skills) | Eighty percent or more of students will score 3 or higher (5-points Likert scale) on a written report that confirms the student's ability to summarize and analyze collected data by: 1) creating graphical displays; 2) obtaining descriptive statistics; and 3) using an appropriate inferential technique(s) that aids the decision-making process of a business problem. (Analytic Skills) | Restricted Elective #2 |

| | | | | |
|------------------------------------|---|--|---|--|
| Ethical Reasoning and Behavior | Students will apply knowledge of ethical decision-making, ethical corporate governance, and corporate social responsibility in solving business problems. | The EMU Ethos Statement reflects core values of integrity, honesty, trustworthiness, respect, learning and the work ethic. Students will demonstrate awareness of <ul style="list-style-type: none"> 1) ethical frameworks, concepts, and strategies that underpin corporate social responsibility 2) personal and corporate codes of conduct and their influence on business decisions. | Eighty percent or more of students will score 3 or higher (5-point Likert scale) on an assigned corporate social audit report. | MGMT 604 |
| Global Awareness | Students will demonstrate knowledge of international and cross-cultural issues in a globally integrated business environment. | Students will demonstrate awareness of: <ul style="list-style-type: none"> 1) global business issues including cross-cultural and environmental factors, and 2) strategic issues facing multinational companies. | Eighty percent or more of students will score 3 or better (5-point Likert scale) on an individual report based on analysis of a national country or multinational corporation business case. | NEW IB Course IBXXX |
| Interdisciplinary Knowledge/Skills | Students will demonstrate interdisciplinary knowledge and skills to solve business problems. | Students will demonstrate interdisciplinary knowledge and skills on MBA tests in each of the following areas: accounting, finance, management, marketing, and integration. | Eighty percent or more of students will score at or above the 50 th percentile on the ETS standardized exam for MBAs, administered prior to registering for the capstone course. | PRIOR TO MGMT 696 by GRADUATE ADVISOR |
| Strategic/Innovative Thinking | Students will demonstrate strategic/innovative thinking in solving business problems. | Students will demonstrate understanding of the process of developing or examining assumptions about the future upon which an organization's mission, goals and strategy are based to evaluate whether each still reflects the realities that the organization faces and how each should be aligned for the future. (Strategic Thinking) | Eighty percent or more of students will score 3 or better (5-points Likert scale) on an individual written report based on a strategic management case analysis or exercise. (Strategic Thinking) | MGMT 696 |
| | | Students will demonstrate understanding of innovation of business processes, systems, products, or services. (Innovative Thinking) | Eighty percent or more of students will score 3 or higher (5-point Likert scale) on an individual written report based on a case analysis or project involving innovation of business processes, systems, products, or services. (Innovative Thinking) | Restricted Elective #1 |

Curriculum Map for MBA Program

| Assurance of Learning Goal | ACC 605 | FIN 620 | IB 610 | MGMT 604 | MGMT 696 | MKTG 610 | Innovation Elective | Analytical Skills Elective |
|--|----------------|----------------|---------------|-----------------|-----------------|-----------------|----------------------------|-----------------------------------|
| Communication Ability: Oral and Written Knowledge and Skills | A | A | A | S | A | A | | |
| Critical Thinking/Analytic Skills | A | A | A | | S | A | | S |
| Ethical Reasoning and Behavior | K | | K | A | | | | |
| Global Awareness | K | K | S | K | | | | |
| Interdisciplinary Knowledge/Skills | A | A | | K | S | K | | |
| Strategic/Innovative Thinking | K | K | | | S (Strategic) | A | A (Innovative) | |

K= Knowledge/Comprehension

A=Application/Analysis

S=Synthesis/Evaluation

MBA Assessment Plan

| MBA Assessed Goals | | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---------------|--------------|--------|--------|----------------|--------|----------------|
| <u>Core Assessments</u> | Course | | | | | | |
| Oral communications | MGMT 604 | Fall | Spring | Fall | | Fall | |
| Written Communications | MGMT 604 | | Winter | | Winter | | Winter |
| Critical Thinking | ETS | Spring, Fall | Winter | Fall | Winter, Spring | Fall | Winter, Spring |
| Ethics | MGMT 604 | | Winter | | Winter | | Winter |
| Global Awareness | IB 610 | | Winter | | Winter | | Winter |
| Knowledge | ETS | Spring, Fall | Winter | Fall | Winter, Spring | Fall | Winter, Spring |
| Strategic Thinking | MGMT 696 | | Winter | | Fall | | Fall |
| <u>Innovation Res. Electives</u> | IS 605 | | Spring | | Summer | | Summer |
| | IS 650 | | Fall | | Fall | | Fall |
| | MGMT 600 | | Spring | | Summer | | Summer |
| | MGMT 603 | | Fall | | Fall | | Fall |
| | MKTG 655 | | | Winter | | Winter | |
| | OM 600 | | | Winter | | Winter | |
| | SCM 611 | | Fall | | Fall | | Fall |
| <u>Analytic Res. Electives</u> | ACC 642 | | Fall | | Fall | | Fall |
| | DS 602 | | | Winter | | Winter | |
| | DS 605 | | | Winter | | Winter | |
| | IS 662 | | Fall | | Fall | | Fall |
| | MGMT 610 | | Fall | | Fall | | Fall |
| | MKTG 645 | | | Winter | | Winter | |

Courses in Which MBA Assessment Is Scheduled

| MBA Goals | | |
|---------------------------------------|-----------------|---|
| Core Assessments | MGMT 604 | Strategic Communications & Ethical Decision Making |
| Oral Communications | MGMT 604 | Strategic Communications & Ethical Decision Making |
| Written Communications | MGMT 604 | Strategic Communications & Ethical Decision Making |
| Ethics | MGMT 604 | Strategic Communications & Ethical Decision Making |
| Global Awareness | IB 610 | Globalization & Business Environment |
| Strategic Thinking | MGMT 696 | Strategic Management |
| | | |
| Innovation Research Electives: | | |
| | IS 605 | Business Innovations & Information Technology |
| | IS 650 | Enterprise Resource Planning |
| | MGMT 600 | Management Skills |
| | MGMT 603 | Corporate Entrepreneurship |
| | MKTG 655 | Strategic Brand Management |
| | OM 600 | Integrated Operations Management |
| | SCM 611 | Supply Chain Management |
| | | |
| Analytic Research Electives: | | |
| | ACC 642 | Strategic Cost Management |
| | DS 602 | Business Research Methods |
| | DS 605 | Economics of Strategy |
| | IS 662 | Business Intelligence |
| | MGMT 610 | Diag. Technology Research Methods |
| | MKTG 645 | Marketing Database Management |

Management 600: Leading Innovation and Change

Academic Assessment

For an Approved Restricted Elective of Innovation

Summer, 2009

The first time that Leading Innovation and Change was offered, after its approval by the College of Business MBA committee, was Summer, 2009 and unfortunately only ten students were in the class. The course was offered as a hybrid in Livonia. However, the results of using the rubric that assessed student success, or learning outcomes, in developing a strategic plan for the implementation of an innovative product were interesting and helpful.

The goals of the course were:

- To offer a practical course for students in the MBA program and other graduate programs, both in the College of Business, the university at large, and the community that will use well-grounded management theory and practice to develop individual professional and managerial skills.
- **Students will demonstrate understanding and the ability to apply the process of developing or examining assumptions about the future, evaluate the organization's mission, goals and strategy to determine whether each reflects the realities that the organization faces, and how each should be aligned for the future (Strategic Thinking).**
- In addition, other skills and competencies to be learned and practiced are:
 - a. Self management by organizing, planning, researching, and career planning.
 - b. Teamwork-related to innovation and project management, and how teams work with diversity and over long distance.
 - c. **Leadership-related to innovation, conflict resolution¹, and change management.**

The two bolded components above were assessed by a rubric. Each individual student turned in a strategic plan incorporating the elements described in the rubric used to assess student achievement (Exhibit 1). Points were assigned on the basis of the particular description of each factor that best demonstrated the student work in a paper.

¹ Note that conflict resolution was not assessed by the rubric or within the paper.

The basic statistics for the particular factor being assessed have been put within each factor to the far right in red. The criteria to determine whether students had done well or could use improvement were:

- 80% of the points or over per factor was achieved on average among students. This percentage represents the grade of a “B” which is a passing grade for graduate students.
- The standard deviation was low or most students had been within close proximity to the 80% mean.

Students did well in (ranked from best to least in this category)

- Analysis of factors that stimulate (and repress) innovation: 97%
- Suggestions for future action: 93%
- Innovation knowledge integrated: 90%
- Leadership plan: 89%
- Vision, goals, and plan: 85%

Areas in which students could improve (ranked from worst to better in this category)

- Evaluation Plan: 48% (mean in “not acceptable” range on rubric)
- Cost issues, Hypothetical model of Return on Investment (ROI) or cost-benefit: 62% (mean in middle of not acceptable to satisfactory, a high level of variability)
- Use of global context: 68% (mean in middle of not acceptable to satisfactory, a relatively low amount of variability)
- Use of resources: 77% (mean very close to satisfactory, a relatively low amount of variability)

Plans for improvement

It was interesting, since I did ask about any duplication within this course in terms of other courses. One person mentioned duplication with the Leadership class in the Management Department. I will likely spend less time in class focusing on leadership per se and drilling down more into Leadership and Innovation. When Management 600 is offered again, two elements that will be focused on in particular will be evaluation and doing a cost analysis. Additional reading will be assigned. My lectures in these areas will be more specific and we will use in-class examples to practice the more difficult components of evaluation and cost/benefit analysis.

Exhibit 1

Rubric for Innovation Strategic Planning Project

| CATEGOR Y | Not acceptable | Satisfactory Performance | Outstanding Performance |
|--|---|--|---|
| Innovation knowledge integrated 15% | Analysis difficult to follow re type of innovation and current management of culture. Model (5 Forces or SWOT) used was not thoroughly analyzed and/or not explained well. 0-12 | Analysis relatively clear and concise re the type of innovation and current management of culture. Model (5 Forces or SWOT) explained briefly and/or with errors. 14 | Analysis clear and concise re the type of innovation and current management of culture. Used effectively a model (5 Forces or SWOT) to explain with several examples. 17-21 Range: 14-21 Mean & percentage of total score: 18.9 (90%) Standard deviation: 2.4 |
| Cost issues: Hypothetical model of ROI or cost-benefit: 15% | Information/ estimates not well supported. Ten or less points of actual data or estimates from literature. 0-12 | Researched, described, and reported data relatively well from literature. At least 15 data points. 14 | Researched, described well, and reported on actual data or estimates from literature. At least 20 data points. 17-20 Range: 3-20 Mean & percentage of total score: 12.3 (62%) Standard deviation: 7.4 |
| Analysis of factors that stimulate (and repress) innovation: 10% | One or two factors identified and/or not explained well for stimulating and repressing innovation. 0-8 | At least 3 factors identified and explained relatively well for stimulating and repressing innovation. 10 | At least 5 factors identified and explained well for each stimulating and repressing innovation. 12 Range: 10-12 Mean & percentage of total score: 11.6 (97%) Standard deviation: .88 |

| | | | | | |
|------------------------------------|--|---|--|----|---|
| Leadership plan: 10% | Very well described re leadership efforts currently and how match culture and encourage innovation. 0-8 | 9 | Reasonably well described re leadership efforts currently and how match culture and encourage innovation. 10 | 11 | Very well described re leadership efforts currently and how match culture and encourage innovation. 12 Range: 4-12 Mean & percentage of total score: 10.7 (89%) Standard deviation: 2.7 |
| Vision, goals and plan: 10% | Vision not clear Goals were missing components of SMART Gantt chart and network diagram sketchy, illogical, problems such as task clustering, etc. 0-8 | 9 | Vision reasonably clear, but not concise/elegant . Some goals missing elements. Gantt chart, network diagram logical. 10 | 11 | Vision clear/elegant Goals were logical and SMART Gantt chart, network diagram clear, logical 12 Range:10-12 Mean & percentage of total score: 10.2 (85%) Standard deviation: .67 |
| Use of global context:10% | Analysis was very brief and not well described (one significant point) 0-8 | 9 | Analysis was reasonably well described and had at least two significant points with examples 10 | 11 | Analysis was extremely well described and had at least three significant points with examples 12 Range: 0-12 Mean & percentage of total score: 8.2 (68%) Standard deviation: 3.8 |
| Suggestions for future:10% | Almost no creative ideas for future modifications in organization to assure innovation; little or no projecting future issues with supporting logic. 0-8 | 9 | Some creative ideas for future modifications in organization to assure innovation; little or no projecting future issues with supporting logic. 10 | 11 | Creative ideas for managing innovation in the future as well as identifying logical issues that may emerge. 12 Range: 10-12 Mean & percentage of total score: 11.1 (93%) Standard deviation: 1.1 |
| Use of resources: 10% | Thorough analysis in examining organization and competitors. Reputable, current info. References (less than 15) cited with some errors per APA Guidelines. 0-8 | 9 | Reasonable analysis in examining org. & competitors. Reputable, current refs. (15-19) cited per APA Guidelines. Minor errors. 10 | 11 | Detailed analysis in examining org. & competitors. Reputable, current refs. (20+) cited per APA Guidelines. 12 Range: 3-12 Mean & percentage of total score: 9.22 (77%) Standard deviation: 3.0 |

| | | | | | |
|---------------------------------------|--|----------|--|-----------|---|
| Evaluation Plan: 10% | Evaluation plan was very limited and not logically tied to critical outcomes expected in total plan. 0-8 | 9 | Evaluation plan was satisfactory, some gaps in logic as critical outcomes were not measured as well as could have been. 10 | 11 | Evaluation plan described well and critical outcomes were measured logically 12 Range: 0-10 Mean & percentage of total score: 5.8 (48%) Standard deviation: 3.6 |
|---------------------------------------|--|----------|--|-----------|---|

TOTAL POINTS (of 125) _____

MSA

SUMMARY OF MSA PROGRAM GOALS, LEARNING GOALS, LEARNING OBJECTIVES AND ASSESSMENT TOOLS

| Program Goal | Learning Goal | Learning Objective | Assessment Tool | Where Assessed |
|--|--|--|---|----------------|
| Critical & Adaptive Thinking/ Analytic Skills | Students will apply critical & adaptive thinking/analytic skills, including gathering, analyzing, interpreting, and reporting of accounting and financial data to provide useful information for quality decisions making. | Students will demonstrate their abilities to: <ul style="list-style-type: none"> Apply and integrate accounting knowledge to analyze real world business problems. Analyze and evaluate the effect of accounting policies and choices on financial markets and the economy, as well as individual companies and users of accounting information. | At least eighty percent of students will meet the standard by scoring 2 or higher (a 3-point scale) on their ability to: <ul style="list-style-type: none"> Gather, analyze, interpret and report both relevant accounting and financial data of a real world business operation. Identify business problems, describe related accounting issues, evaluate and make recommendations for improving business operation. | ACC 696 |
| Communication Skills | Students will demonstrate professional oral and written communications skills. | Students will demonstrate their ability to: <ul style="list-style-type: none"> Prepare and deliver a presentation on an assigned accounting related business topic. Prepare and write a valuation assignment. | At least eighty percent of students will meet the standard by scoring 2 or higher (a 3-point scale) on their: <ul style="list-style-type: none"> Organization, content, professional language & oral presentation skills, and proper question/answer techniques. Organization, content, recommendations, and professional writing skills. | ACC 696 |
| Ethical Knowledge and Responsibilities | Students will demonstrate knowledge regarding ethical responsibilities in the accounting profession. | Students will demonstrate an understanding of ethical responsibilities of a public accountant according to AICPA's Code of Professional Conduct. | At least eighty percent of students will meet the standard by scoring 2 or higher (a 3-point scale) related to their knowledge of the Code of Professional Conduct. | ACC 567 |
| Global Awareness | Students will demonstrate an awareness of the development of international accounting standards. | Students will demonstrate an awareness that International Financial Reporting Standards (IFRS) and US financial accounting standards (e.g. U.S. GAAP) are being converged, and be able to identify pros and cons of convergence. | At least eighty percent of students will meet the standard by identifying pros and cons of convergence. | ACC 540 |

Curriculum Map for MSA Program

| Assurance of Learning Goal | ACC 540 | ACC 544 | ACC 567 | ACC 696 |
|---|---------|---------|---------|---------|
| Analytical/ Adaptive Thinking & Problem Solving | S | S | S | S |
| Communications | A | K | S | S |
| Ethical Knowledge and Responsibilities | K | A | A | |
| Global Awareness | S | K | | |

K= Knowledge/Comprehension A=Application/Analysis S=Synthesis/Evaluation

MSA PROGRAM ASSESSMENT PLAN

***Tentative* Timeline for Assessment: Each Program Goal Assessed Twice in a 5-Year Period**

| Program Goal | Initial Data Gathering Period | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | |
|--|-------------------------------|------------|--------|------------|------------|-----|--------|------------|--------|------------|------------|-----|
| | W09 | F09 | W10 | F10 | W11 | F11 | W12 | F12 | W13 | F13 | W14 | F14 |
| Critical & Adaptive Thinking/ Analytic Skills | | ACC 696 | | | | | | ACC 696 | | | ACC 696 | |
| Communication Skills | | ACC 696 | | | | | | ACC 696 | | | ACC 696 | |
| Ethical Knowledge and Responsibilities | | ACC 567 | | | ACC 567 | | | | | ACC 567 | | |
| Global Awareness | | ACC 540 | | ACC 540 | | | | | | ACC 540 | | |

MSA Required Core Courses:

ACC540: Corporate Financial Reporting

ACC544: Federal Income Taxation

ACC567: Professional Auditing

ACC696: MSA Capstone Course - Accounting Theory, Research & Policy

MSA ASSESSMENT RUBRICS

| Capstone ACC696 | | | |
|---|--|--|--|
| Students demonstrate their critical & adaptive thinking and analytic skills through various projects and a case analysis in the final exam. Each student's performance will be assessed based on the following: | | | |
| Objective | 1 = Does not meet the standard | 2 = Meets the standard | 3 = Exceeds the standard |
| Critical & Adaptive Thinking Gather, analyze, interpret and report both relevant accounting and financial data of a business operation. | Unable to address any of the capabilities required for analysis | Gather appropriate data needed to address the problem and interpret data relevant to the situation | In addition to meeting the standard, can report relevant data and recommend action(s) based on data related to the situation |
| Analytic Skills Identify business problems, describe related accounting issues, evaluate and make recommendations for improving business operation. | Unable to identify actions to resolve problem based on data analysis | Identify business issues and possible actions based on data analysis related to problem | Identify the best course of action and make recommendations based on the results of analysis |
| Capstone ACC696 | | | |
| Students demonstrate their Communication Skills through various projects and a case analysis in the final exam. Each student's performance will be assessed based on the following: | | | |
| Oral Skills Organization, content, professional language & oral presentation skills, and proper question/answer techniques. | Unable to present content in a professional manner and answer questions appropriately. | Presents adequate content in a professional manner and answers questions adequately. | Presents content in a polished professional manner and answers questions skillfully. |
| Written Skills Organization, content, recommendations, and professional writing skills | Unable to write in a professional manner and does not include appropriate content. | Demonstrates an appropriate level of standard professional writing skills along with including appropriate content | Demonstrates an above average grasp of standard professional writing skills along with including appropriate content. |
| ACC567 | | | |
| Students demonstrate their understanding of ethical knowledge and responsibilities in the exams. Each student's performance will be assessed based on the following: | | | |
| Ethical Knowledge and Responsibilities Understand the Knowledge of the Code of Professional Conduct. | Fail to demonstrate adequate knowledge of the AICPA's Code of Professional Conduct | Demonstrate adequate knowledge of the AICPA's Code of Professional Conduct. | Demonstrate above-average knowledge of the AICPA's Code of Professional Conduct |
| ACC540 | | | |
| Students demonstrate their Global Awareness through a research project. Each student's performance will be assessed based on the following: | | | |
| Global Awareness Identifying pros and cons of convergence on U.S. GAAP and IFRS. | Unable to address any of the pros or cons of the potential change from U.S. GAAP to IAS. | Able to address both a significant pro and con of the potential change from U.S. GAAP to IAS. | In addition to meeting the standard, can address multiple pros and cons, and can address the current process. |

MSHROD

SUMMARY OF MSHROD PROGRAM GOALS, LEARNING GOALS, LEARNING OBJECTIVES AND ASSESSMENT TOOLS

| Program Goal | Learning Goal | Learning Objective | Assessment Tool | Where Assessed |
|--|---|--|--|----------------|
| Change Management Knowledge & Skills (1) | Students will demonstrate change management knowledge and skills required to identify, plan, implement, and manage change across a variety of business situations. | Students will -conduct an independent consulting project that includes diagnosis, intervention and evaluation to meet the needs of an external client organization. | Assessment Tool: Two faculty members review portfolio essays and evaluate the student presentation in the portfolio meeting Criteria for Achieving Meets Expectations: <ul style="list-style-type: none"> • Student is able to define the stages in a planned change model and apply it to a client project by describing the actions taken, the rationale for the actions and the results. • Student is able to explain the actions they took as a consultant (either internal and external) to diagnose an organizational problem, propose an intervention and conduct an evaluation. • Student can discuss the ethical dilemmas in planned change and ways to address them. | MGMT 688 |
| Human Resource Management Knowledge & Skills (2) | Students will demonstrate knowledge and skills required to match organizational and HR needs and implement policies, procedures, and systems required to manage HRM programs strategically in a global business environment | Students will -Conduct a training needs assessment, identify performance gaps, design/deliver training program and evaluate outcomes on individual, group, or organizational performance. | Assessment Tool: Two faculty members review portfolio essays and evaluate the student presentation in the portfolio meeting Criteria for Achieving Meets Expectations: <ul style="list-style-type: none"> • Student is able to define methods of assessing organizational needs and HR needs and can apply it to a client project by describing actions taken, the rationale for the actions and the results. <p>Student can discuss policies, procedures and systems that can support the success of HRM efforts to meet organizational and HR needs and to address individual, group and organizational performance gaps.</p> | MGMT 628 |

| | | | | |
|---|--|---|---|--------------------------------------|
| Critical Thinking/ Analytic Skills (4) | Students will apply critical thinking/analytic skills, including gathering, analyzing, interpreting, and reporting of qualitative and quantitative data, to solve an HROD business | Students will -Identify a business problem, develop hypotheses, collect and analyze data, and report on recommendations resulting from that data | Assessment Tool: Two faculty members review portfolio essays and evaluate the student presentation in the portfolio meeting Criteria for Achieving Meets Expectations: <ul style="list-style-type: none"> • Student is able to define methods of gathering, analyzing and interpreting both quantitative and qualitative data in a research project or an organizational diagnosis by describing actions taken, the rationale for the actions and the results. • Student can describe ways of identifying HROD problems and developing hypotheses and/or research questions to guide them in a systematic problem solving process. | MGMT 610 |
| Organizational Development Knowledge & Skills (3) | Students will demonstrate strategic knowledge of organizational development processes and procedures to enhance organizational effectiveness. | Students will -Conduct an organizational intervention that demonstrates the interrelationships between Human Resource and Organizational Development | Assessment Tool: Two faculty members review portfolio essays and evaluate the student presentation in the portfolio meeting Criteria for Achieving Meets Expectations: <ul style="list-style-type: none"> • Student is able to define organizational effectiveness and describe how to measure it and how to improve it through HROD interventions. • Student is able to define the interrelationship between HR and OD by discussing the role of HR and OD in a project designed to address an organizational problem. • Student is able to discuss how combining HR and OD interventions leads to greater organizational effectiveness. | MGMT 602 And MGMT 688? |
| Communication Skills* | Students will demonstrate professional oral and written communications skills | Students will -Write a report answering specified questions regarding their compliance with and achievement of MSHROD program learning goals. -Defend defend their written report orally in discussions and question/answer sessions with 2 faculty members | Assessment Tool: Two faculty members review portfolio essays and evaluate the student presentation in the portfolio meeting Criteria for Achieving Meets Expectations: <ul style="list-style-type: none"> • Student can present a well-organized, clearly written essay demonstrating how they met the MSHROD learning goals. • Student can answer questions about their portfolio accurately, clearly and persuasively through an oral presentation of their graduate work. | MGMT 688 |

Curriculum Map for MSHROD Program

| Assurance of Learning Goals | Mgmt 602 | Mgmt 610 | Mgmt 628 | Mgmt 688 |
|---|----------|----------|----------|----------|
| Change management Knowledge and Skills | A | | A | S |
| Human Resource Management Knowledge and Skills | | | A | S |
| Organizational Development Knowledge and Skills | A | | | S |
| Critical Thinking/ Analytic Skills | | A | | S |
| Communication Skills | A | A | A | A |
| Ethics | A | A | | A |

K= Knowledge/Comprehension

A=Application/Analysis

S=Synthesis/Evaluation

AN EVALUATION INSTRUMENT TO ASSESS ACHIEVEMENT OF MSHROD PROGRAM LEARNING GOALS

| Student Name | | Faculty Assessor | |
|--|---|--|---|
| Program Learning Goals | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
| 1. Students will demonstrate change management knowledge and skills required to identify, plan, implement, and manage change across a variety of business situations. | Briefly explain why the student does not meet expectations. | <input type="checkbox"/> Student is able to define the stages in a planned change model and apply it to a client project by describing the actions taken, the rationale for the actions and the results. <input type="checkbox"/> Student is able to explain the actions they took as a consultant (either internal and external) to diagnose an organizational problem, propose an intervention and conduct an evaluation. <input type="checkbox"/> Student is able to describe at least one or two things they did that had a significant positive impact on the process and demonstrate evidence of their success. | Briefly explain why the student exceeds expectations. |
| 2. Students will demonstrate knowledge and skills required to match organizational and HR needs and implement policies, procedures, and systems required to manage HRM programs strategically in a global business environment | Briefly explain why the student does not meet expectations. | <input type="checkbox"/> Student is able to define methods of assessing organizational needs and HR needs and can apply it to a client project by describing actions taken, the rationale for the actions and the results. <input type="checkbox"/> Student can discuss policies, procedures and systems that can support the success of HRM efforts that meet organizational and HR needs and improve organizational effectiveness. <input type="checkbox"/> Student is able to describe at least one or two things they did that had a significant positive impact on the process and demonstrate evidence of their success. | Briefly explain why the student exceeds expectations. |

| Program Learning Goals | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|---|--|--|--|
| <p>3. Students will demonstrate strategic knowledge of organizational development processes and procedures to enhance organizational effectiveness.</p> | <p>Briefly explain why the student does not meet expectations.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Student is able to define organizational effectiveness and describe how to measure it and how to improve it through HROD interventions. <input type="checkbox"/> Student is able to define the interrelationship between HR and OD by discussing the role of HR and OD in a project designed to address an organizational problem and improve organizational effectiveness. <input type="checkbox"/> Student is able to describe one or two actions they took to integrate HR and OD that had a positive impact on attempting to solve an organizational problem. They will also be able to describe how they measured the impact of their actions. | <p>Briefly explain why the student exceeds expectations.</p> |
| <p>4. Students will apply critical thinking/analytic skills, including gathering, analyzing, interpreting, and reporting of qualitative and quantitative data, to solve an HROD business problem.</p> | <p>Briefly explain why the student does not meet expectations.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Student is able to define methods of gathering, analyzing and interpreting both quantitative and qualitative data in a research project or an organizational diagnosis by describing actions taken, the rationale for the actions and the results. <input type="checkbox"/> Student is able to describe ways of identifying HROD problems and developing hypotheses and/or research questions to guide them in a systematic problem solving process. | <p>Briefly explain why the student exceeds expectations.</p> |
| <p>5. Students will demonstrate professional oral and written communications skills</p> | <p>Briefly explain why the student does not meet expectations.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Student can present a well-organized, clearly written essay demonstrating how they met the MSHROD learning goals. <input type="checkbox"/> Student can answer questions about their portfolio accurately, clearly and persuasively through an oral presentation of their graduate work. | <p>Briefly explain why the student exceeds expectations.</p> |

| Program Learning Goals | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|--|--|--|--|
| <p>6. Students will demonstrate professional behaviors consistent with a professional code of ethics for HROD practitioners.</p> | <p>Briefly explain why the student does not meet expectations.</p> | <p><input type="checkbox"/> Student can present a well-organized, clearly written essay demonstrating how they would apply a professional code of ethics to resolving an ethical dilemma.</p> <p><input type="checkbox"/> Student can describe an ethical dilemma faced by an HROD professional, generate and compare alternative strategies for resolving the dilemma and present a solution.</p> | <p>Briefly explain why the student exceeds expectations.</p> |

GUIDELINES FOR PORTFOLIO ASSESSMENTS

Pre-Assessment Activities for Practicum Instructor:

Each Fall and winter semester, the faculty member who teaches the Practicum class will be responsible for setting up the portfolio meetings, working with the faculty to insure the assessment process is followed and summarizing the results of the portfolio assessment. The faculty member will also participate in all portfolio assessments that semester.

The Practicum faculty member will:

- Ask students for recommendations of three faculty members they have worked with who could serve as a portfolio evaluator. Match students with faculty with the intention to involve as many of the full-time faculty who teach in the HROD program as possible. Faculty will typically be limited to serving on no more than two portfolio assessments per semester.
- Set a schedule for the portfolio meetings and ask students to select a time that is convenient for the student as well as the second faculty
- Finalize the schedule and meet with faculty members to review the process and discuss the assessment instrument.

Pre-Assessment Meeting Activities for Faculty:

Faculty members who participate in the portfolio assessment will:

- Read the Portfolio essays to determine if the student demonstrates that they have met the following program learning goals:
 1. Students will demonstrate change management knowledge and skills required to identify, plan, implement, and manage change across a variety of business situations.
 2. Students will demonstrate knowledge and skills required to match organizational and HR needs and implement policies, procedures, and systems required to manage HRM programs strategically in a global business environment.
 3. Students will demonstrate strategic knowledge of organizational development processes and procedures to enhance organizational effectiveness.
 4. Students will apply critical thinking/analytic skills, including gathering, analyzing, interpreting, and reporting of qualitative and quantitative data, to solve an HROD business problem.
 5. Students will demonstrate professional oral and written communications skills.

6. Students will demonstrate professional behaviors consistent with a professional code of ethics for HROD practitioners.
- Look over the projects in the portfolio. The projects have been graded so there is no need to review them as if you were grading them again.
 - **Complete the MSHROD Evaluation Instrument.**
 - Review the student's self-evaluation that summarizes his/her strengths and weaknesses as a HRM/OD professional and plans for career development.
 - Prepare questions you want to ask the student during the portfolio meeting about the program goals and/or the projects.

Portfolio Meeting Process:

Each portfolio meeting will follow the same process.

- Before the session begins, the faculty will confer to determine if they agree that the student has successfully prepared for the portfolio meeting by completing the written requirements and assembling the portfolio notebook. The faculty will also share their evaluation of the student's achievement of the program learning goals. If the student has not prepared adequately for the meeting, the meeting will be cancelled and the student will be advised to submit a revised portfolio.
- During the portfolio meeting the faculty members will ask questions to determine if the student can clearly communicate how they have met program learning goals.
- After all goals have been discussed, the students will be asked to step out of the room briefly while the faculty discuss whether the student has successfully met the program learning goals. The faculty will complete one evaluation instrument that will be copied for the student and the program's assessment files.
- The student will receive feedback on their achievement of the program learning goals. Students who do not meet all of the program learning goals will be required to submit a revised essay(s) addressing the goal achievement that did not meet expectations.
- The student will also be asked to discuss their strengths and weaknesses as HR/OD professionals.
- After all specific questions have been asked, the student will be asked to comment on the HR/OD program? What are the strengths? What needs to be changed? The faculty will record notes from this discussion.

Post-Portfolio Meeting Process:

- Following the portfolio meeting, the Practicum instructor will prepare a summary of the results including:
 - The number of students who met and/or exceeded expectations for all of the program learning goals.
 - The number of students who were asked to resubmit essays and the goals that did “not meet expectations” during the portfolio assessment.
 - The common strengths and challenges that were identified across portfolio assessments.
 - A summary of key themes derived from a qualitative analysis of the students’ comments regarding the HROD program.
- One portfolio for every seven students who are assessed will be kept for the program’s assessment records.
- All evaluation instruments used in the portfolio assessment will be kept in department electronic files.

Program Assessment Results: Winter 2009

HROD Program Goals Assessed in the Portfolio Requirement in MGMT 688

HROD Program Goals

Goal 1 - Change Management Knowledge and Skills: Students will demonstrate change management knowledge and skills required to identify, plan, implement, and manage change across a variety of business situations.

Learning Objective: Students will conduct an independent consulting project that includes diagnosis, intervention and evaluation to meet the needs of an external client organization.

Assessment Tool: Two faculty members review portfolio essays and evaluate the student presentation in the portfolio meeting.

Criteria for Achieving Meets Expectations:

1A The student is able to define the stages in a planned change model and apply it to a client project by

describing the actions taken, the rationale for the actions and the results.

1B The student is able to explain the actions taken as a consultant (either internal and external) to

diagnose an organizational problem, propose an intervention and conduct an evaluation.

1C The student is able to describe at least one or two things he/she did that had a significant positive

impact on the process and demonstrate evidence of success.

Results: 100% of our students either met or exceeded this goal.

Analysis: As all of our students achieve this goal, the faculty members who teach Theories and Techniques of Organizational Development (MGMT 602) have successfully made a concerted effort to insure that graduates understand the stages in a planned change model by requiring student teams to use diagnostic techniques to identify organizational issues and to plan appropriate interventions to address the issues. Students also learn how to implement and evaluate change efforts by applying this learning to their team change projects.

Future Plans: We will continue to focus on planned change models in MGMT 602 as well as in other core courses (e.g. MGMT 628 Human Resource Development) We will also reinforce strategies for planning, implementing, managing and evaluating change in specialized HR and OD elective courses through case studies and projects (e.g. MGMT 615 Organizational Design and Strategy and MGMT 648 Communication and Organizational Development).

Goal 2 – Human Resource Management Knowledge and Skills: Students will demonstrate knowledge and skills required to match organizational and HR needs and implement policies, procedures, and systems required to manage HRM programs strategically in a global business environment.

Learning Objective: Students will conduct a needs assessment, identify performance gaps, develop and implement an HRM solution and evaluate outcomes on individual, group, or organizational performance.

Assessment Tool: Two faculty members review portfolio essays and evaluate the student presentation in the portfolio meeting.

Criteria for Achieving Meets Expectations:

2A The student is able to define methods of assessing organizational needs and HR needs and can apply it to a client project by describing actions taken, the rationale for the actions and the results.

2B The student is able to describe at least one or two things he/she did that had a significant positive impact on the process and demonstrate evidence of their success.

2C The student can discuss policies, procedures and systems that can support the success of HRM efforts that meet organizational and HR needs and improve organizational effectiveness.

Results: 93% of the students either met or exceeded this goal.

Analysis: Nearly all of our graduates can demonstrate a good understanding of techniques for assessing organizational needs and HR needs. They cite their involvement in class projects in the specialized HR courses (e.g. MGMT 618 Staffing Organizations, MGMT 620 Compensation Management, MGMT 611 Human Resources and Technology) as evidence of their ability to take actions to address HR as well as organizational needs. These students also can identify examples of changes in policies, procedures and systems that would need to be aligned to insure the success of HRM efforts.

Future Plans: In the required MGMT 628 Human Resource Development course as well as in the specialized Human Resources courses, students will continue to be given the opportunity to learn to conduct systematic needs assessments to identify performance gaps and to align human resources efforts to address both HR and organizational needs. Additionally, we will emphasize in other specialized Human Resources courses how the success of HRM efforts is dependent on policies, procedures and systems that support human resources strategies and contribute to improved organizational effectiveness. This will be done in class discussion, case study analysis and projects.

Goal 3 – Organizational Development Knowledge and Skills: Students will demonstrate strategic knowledge of organizational development processes and procedures to enhance organizational effectiveness.

Learning Objective: Students will conduct an organizational intervention that demonstrates the interrelationships between Human Resources and Organizational Development.

Assessment Tool: Two faculty members review portfolio essays and evaluate the student presentation in the portfolio meeting.

Criteria for Achieving Meets Expectations:

- 3A** The student is able to define organizational effectiveness and describe how to measure it and how to improve it through HROD interventions.
- 3B** The student is able to define the interrelationship between HR and OD by discussing the role of HR and OD in a project designed to address an organizational problem and improve organizational effectiveness.
- 3C** The student is able to describe one or two actions they took to integrate HR and OD that had a positive impact on attempting to solve an organizational problem. They will also be able to describe how they measured the impact of their actions.

Results: 93% of the students either met or exceeded this goal.

Analysis: Our graduates can define organizational effectiveness and explain how to measure it and how to improve it. Students discuss class projects particularly in MGT 602 (Theories and Techniques of Organizational Development) and MGMT 628 (Human Resource Development) as examples of the interrelationship between HR and OD. In these class projects, students design interventions that need to be supported by HR strategies to improve an organization's effectiveness. Students are also able to discuss evaluation techniques that allow them to measure the effectiveness of their interventions. Three students were unable to successfully define the interrelationship between HR and OD.

Future Plans: As an HROD program, we define ourselves as an integrated program that requires all students to take both HR and OD courses. While students can emphasize either HR or OD in their elective courses, all students are expected to understand how HR strategies contribute to the successful implementation of OD interventions as well as how planned changed strategies and OD interventions contribute to successful HR efforts and ultimately to improved organizational effectiveness.

Faculty will continue to emphasize the interrelationship between HR and OD in both core and elective courses. Faculty who teach MGMT 602 (Theories and Techniques of Organizational Development) and MGMT 628 (Human Resource Development) will connect this program learning goal to the course content in the syllabi and they will also reinforce the connection in course activities and assignments.

In the future, the Practicum orientation and Practicum course will include more emphasis on organizational effectiveness. This emphasis may include additional readings as well as discussions linking students' individual consulting projects to organizational problems and improved organizational effectiveness.

Goal 4 – Critical Thinking/ Analytic Skills: Students will apply critical thinking/analytic skills, including gathering, analyzing, interpreting, and reporting of qualitative and quantitative data, to solve an HROD business problem.

Learning Objective: Students will identify a business problem, develop hypotheses, collect and analyze data, and report on recommendations resulting from that data.

Assessment Tool: Two faculty members review portfolio essays and evaluate the student presentation in the portfolio meeting.

Criteria for Achieving Meets Expectations:

4A The student is able to define methods of gathering, analyzing and interpreting both quantitative and qualitative data in a research project or an organizational diagnosis by describing actions taken, the rationale for the actions and the results.

4B The student is able to describe ways of identifying HROD problems and developing hypotheses and/or research questions to guide them in a systematic problem solving process.

Results: 78% of the students either met or exceeded this goal.

Analysis: Four of our graduates had difficulty describing how they would gather, analyze and interpret quantitative and qualitative research. Additionally, those same students could not adequately explain either the process they would use to identify HROD problems or a systematic problem solving process they would follow to explore these problems. Specifically, quantitative skills seemed most challenging to these students.

Future Plans: In winter 2010, a study will be conducted to investigate predictors of student success in the program. Data from assessment, demographic data, admission data, work experience and students' programs of study will be gathered and analyzed. Also, we will look specifically at the data from individuals who do versus those who do not meet the program learning goals to determine factors that may explain why some students are unable to demonstrate that they have met program learning goals.

More individual assignments and evaluation in the MGMT 610 course (Diagnostic Techniques and Research Methods) will be included to address the concern that some individuals completing team projects in MGMT 610 may not be developing their own independent critical thinking and problem solving skills.

Goal 5 – Communication Skills: Students will demonstrate professional oral and written communications skills.

Learning Objective: Students will write an essay answering questions regarding their compliance with and achievement of MSHROD program learning goals. They will also defend their written essay orally in discussions and question/answer sessions with two faculty members.

Assessment Tool: Two faculty members review portfolio essays and evaluate the student presentation in the portfolio meeting.

Criteria for Achieving Meets Expectations:

5A The student can present a well-organized, clearly written essay demonstrating how they met the MSHROD learning goals.

5B The student can answer questions about their portfolio accurately, clearly and persuasively through an oral presentation of their graduate work.

Results: 100% of the students either met or exceeded this goal.

Analysis: In nearly every course in the HROD program, students are expected to write at a professional level whether they are writing essays, project narratives, case study analyses or research documents and articles. Students also are expected to plan and deliver class presentations both individually and in teams. The practice of presenting to an audience, along with targeted feedback from faculty and peers, allows students to develop strong communication skills.

Future Plans: We will continue to require students to complete written and oral assignments in our classes. More important, we will place increased emphasis on providing developmental feedback that leads to polished written and presentation skills.

Goal 6 – Ethics: Students will demonstrate professional behaviors consistent with a professional code of ethics for HROD practitioners.

Learning Objective: Students will write an essay answering questions regarding their compliance with a professional code of ethics (e.g. SHRM and the OD Network). Students will also recognize ethical dilemmas that an HROD professional faces, evaluate alternative responses, select and defend a solution.

Assessment Tool: Two faculty members review a student essay focused on ethical standards and evaluate the student discussion of the essay in the portfolio meeting.

Criteria for Achieving Meets Expectations:

- 6A** The student can present a well-organized, clearly written essay demonstrating how they would apply a professional code of ethics to resolving an ethical dilemma.
- 6B** The student can describe an ethical dilemma faced by an HROD professional, generate and compare alternative strategies for resolving the dilemma and present a solution.

Results: 83% of the students either met or exceeded this goal

Analysis: Four students were not able to describe a problem solving process they would follow if they were faced with an ethical dilemma as practicing HROD professionals. They generally could state actions they would take, but failed to describe a compelling rationale for the actions they chose.

Future Plans: The faculty will continue to emphasize ethical behaviors and models for addressing ethical dilemmas. Specifically, faculty who teach MGMT 509 (Human Resource Management) will include a discussion of the Society for Human Resource Management (SHRM) ethical code while faculty in MGMT 602 (Theories and Techniques of Organizational Development) will discuss a code of ethics for consultants. In the MGMT 688 Practicum course, the faculty will address professional codes of ethics as well as provide practice in working through alternative strategies for addressing ethical dilemmas.

MSIMC

Assessment Plan for the Integrated Marketing Communications (IMC) Program

Submitted by the IMC Assessment Committee: Judy F. Davis (Chair), G. Russell Merz and Matthew H. Sauber

Rationale and Background:

A. IMC Program Mission Statement (included on all course syllabi):

The online graduate IMC program at Eastern Michigan University is a multidisciplinary approach serving professionals seeking knowledge, training and experience in integrating and coordinating all marketing communications vehicles to build brand image and maximize brand equity for commercial organizations and the not-for-profit sectors. Students completing the program earn an M.S. IMC degree.

B. AACSB Assessment approaches - general:

- Learning goals should reflect broad educational expectations for the *program*, not individual courses. They should also reflect the major intellectual and behavioral competencies a program intends to instill in its students due to the total educational experience. Goals should be stated in terms of “what do we want our students to be?” (AACSB 2007, p. 4).
- Since learning goals are broad statements, taken alone, they are not suitable for assessment. *Thus, each learning goal must be translated into one or more learning objectives which describe a measurable attribute of the overall learning goal.* (AACSB 2007, p. 6).
- Faculty lead the development of learning goals and subsequent learning objectives. However, the standards call for input from a variety of stakeholders including alumni, students and employers/advisory boards. (AACSB 2007, p. 6).
- Program learning goals should include those that address some or part of the general knowledge and skills areas – communication skills, problem-solving abilities, ethical reasoning skills, language skills, technology skills as well as discipline specific knowledge.

C. Assessment Items. Portfolio items consisting of course-embedded student assignments will be the basis for assessment. Assessment items may consist of individual or group work. Since the IMC Program is delivered entirely online, samples of student work can be derived from the archived courses via the EMU Online E-College platform.

Source: *AACSB Assurance of Learning Standards: An Interpretation*. An AACSB White Paper, Nov. 20, 2007.

IMC Learning Goals and Assessment Model

| Program Goals | Learning Assurance Goals | Learning Objectives (Student performance criteria) | Assessment Tool/Measurement Device and Standard | Where Assessed* |
|---|---|--|--|--------------------|
| 1. Brand-building skills | Our students will possess the knowledge and skills necessary for the development and execution of effective brand-building strategies. | <ul style="list-style-type: none"> Students will demonstrate how to build brand equity Students will demonstrate how to leverage brand equity Students will illustrate how to measure the equity associated with brands. | <p>A case project completed in the IMC Brand Development course is evaluated in regards to students' ability to identify, apply and synthesize appropriate brand-building techniques.</p> <p>80% or more of the sample will score 2 or higher on a 3 point scale (1 = does not meet expectations, 2 = meets expectations, 3 = exceeds expectations) based on the student performance criteria identified.</p> | IMC 602 |
| 2. Research and Critical Thinking skills | Our students will know how to use appropriate data, analysis, research and critical thinking skills in the preparation of advanced Integrated Marketing Communications (IMC) plans. | <ul style="list-style-type: none"> Students will locate, interpret and apply appropriate data and research sources to IMC problems. Students will apply appropriate analytical techniques to identify and solve problems. Students will appraise alternatives and prescribe viable solutions based on foregoing analysis. | <p>A final case scenario completed in the IMC Research or IMC capstone course is evaluated in regards to students' ability to use quantitative and qualitative data and information; conduct analysis and develop propositions based on that analysis.</p> <p>80% or more of the sample will score 2 or higher on a 3 point scale (1 = does not meet expectations, 2 = meets expectations, 3 = exceeds expectations) based on the student performance criteria identified.</p> | IMC 604 IMC 631 |
| 3. Observance of Regulations and Ethical Principles | Our students will understand the importance of observing prevailing regulations and ethical principles in the management of Integrated Marketing Communications (IMC) programs. | <ul style="list-style-type: none"> Students will recognize important IMC-related regulatory standards and policies and apply them appropriately. Students will recognize and analyze ethical concerns in IMC. Students will choose and defend a solution(s) to a regulatory/ethical problem(s) and prepare a client recommendation. | <p>A case analysis completed in the IMC Ethics, Regulations and Society course is evaluated in regards to students' recognition of legal and ethical standards and issues, consideration of alternatives and development of a solution which is recommended to a client.</p> <p>80% or more of the sample will score 2 or higher on a 3 point scale (1 = does not meet expectations, 2 = meets expectations, 3 = exceeds expectations) based on the student performance criteria identified.</p> | IMC 615 |

| Program Goals | Learning Assurance | Learning Objectives | Assessment | Where Assessed* |
|---------------|--------------------|---------------------|------------|-----------------|
|---------------|--------------------|---------------------|------------|-----------------|

| | Goals | (Student performance criteria) | Tool/Measurement Device and Standard | |
|---|---|--|--|---|
| 4. Effective communication skills across IMC functional areas | Our students will be effective communicators who demonstrate the ability to integrate knowledge across the Integrated Marketing Communication (IMC) functional areas. | <ul style="list-style-type: none"> Students will produce a comprehensive and sophisticated IMC plan which spans appropriate knowledge across the various functional areas of the discipline. Students will produce professional-quality IMC documents suitable for dissemination to clients and prospects, which serve to enhance the image of the brand among various stakeholders. Students will apply appropriate organization, verbal and visual content, professional writing skills (spelling, punctuation, grammar, syntax) and citation styles in the creation of professional-quality proposals. | <p>A comprehensive proposal prepared in the capstone IMC Campaigns course - based on a real-world organization - is assessed for the development of a well-written and illustrated strategic recommendation which spans appropriate IMC functional areas. Similarly, a comprehensive IMC proposal, presented in Powerpoint format, is produced in the IMC Principals, Strategies and Tactics course, which may be assessed for the development of a well-written and illustrated strategic recommendation which spans appropriate IMC functional areas.</p> <p>Alternatively, a final case or exercise prepared in an IMC stakeholder- oriented or functional area course (Audience Behavior; Creative Strategy; Multi-Channel Media, Direct Marketing, Public Relations and Sales Promotions) will be assessed in regards to students' ability to produce professional-quality documents suitable for presentation within professional organizations.</p> <p>80% or more of the sample will score 2 or higher on a 3 point scale (1 = does not meet expectations, 2 = meets expectations, 3 = exceeds expectations) based on the student performance criteria identified.</p> | <p>IMC 631; 601 (comprehensive proposal courses)</p> <p>IMC 603, 605, 606, 607, 608, 609, 612 (IMC functional area courses)</p> |

*Indicates the course(s) where the students are most directly exposed to the content related to the learning goals. Given integration within the practice of Integrated Marketing Communications, exposure to relevant learning goal content may occur across several courses.

Curriculum Map for IMC Program

| Assurance of Learning Goal | IMC 601 | IMC 602 | IMC 603 | IMC 604 | IMC 605 | IMC 606 | IMC 607 | IMC 608 | IMC 609 | IMC 612 | IMC 615 | IMC 631 |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Effective Brand-Building Strategies | | A/S | | | | | | | | | | |
| Analytical and Critical Thinking | | | | A/S | | | | | | | | A/S |
| Regulatory and Ethical Principles | | | | | | | | | | | A/S | |
| Effective Communication Abilities | S | | A | | A | A | A | A | A | A | | S |

K= Knowledge/Comprehension

=Application/Analysis

S=Synthesis/Evaluation

Draft of IMC Program Assessment Results: Fall 2009 Program Goals Assessed in IMC 631

Assessed Learning Goals:

Goal # 2 - Research and critical thinking skills

Goal # 4 - Effective communication skills across IMC functional areas

(Note: Assessment Learning Goals #1 and #3 are set to be evaluated in other courses in Fall 2010).

Two learning goals were assessed in the capstone IMC Campaigns course, IMC 631, based on course-embedded student final campaign projects which focused on real-world client problems. Six assessment items – three associated with each learning goal – were completed by faculty and advisory board members in the form of a survey with item scales; evaluators were also able to make open-ended comments related to the quality of the student projects on the basis of each of the six criteria. In sum, evaluators were able to indicate whether the projects failed to meet; met; or exceeded expectations on the six assessment items.

Results: Outcomes were generally positive across all criteria for both learning goals. Across all assessment items, 86% of the projects met or exceeded the benchmark set for the learning assurance goals and each assessment item; only 14% did not meet the goals. Of the 14% where the learning goals were not met, all of these outcomes were related to a single student project.

Analysis: IMC capstone projects have been based on a variety of marketing challenges including a national political campaign; a “green” marketing effort for a major automotive brand; a youth camp owned by a major conglomerate and an ethics initiative at a public college. Each student cohort taking the capstone course has been provided a unique case challenge. Based on the ratings and comments provided by the evaluators, the vast majority of the students illustrated the ability to locate, apply and synthesize appropriate research information, along with appropriate analysis and critical thinking skills in the preparation of advanced IMC plans. The vast majority of the students also demonstrated the ability to communicate effectively, using verbal and visual means, across IMC functional areas in the development of comprehensive and professional-quality IMC plans. In the case where expectations were not met, the quality of analysis was deemed inferior and propositions based on that analysis were lacking; this project also displayed a lack of in-depth IMC knowledge, limited sophistication and poor professionalism in terms of language usage, grammar and syntax. In another evaluation, although the IMC campaign met or exceeded expectations, the planning approach was deemed somewhat “formulaic.” While the topics of the student projects varied, an IMC planning model called “IMC Plan Pro,” developed by a software publisher, was used for campaign development. This model was introduced early in the IMC program.

Future Plans: Faculty should continue to select problems for future IMC projects very carefully. Campaign projects should lend themselves to complex IMC topics and problem-solving efforts which allow students to synthesize and apply their knowledge, analytical and communication skills in a sophisticated manner. Faculty may also consider modifying the IMC Plan Pro model or replacing it with a new model unique to the EMU-IMC program.

MSIS

ASSESSMENT DOCUMENT MSIS PROGRAM (draft: 1/06/09)

1. Learning Goals

The learning goals for the MSIS program are:

Learning Goal #1:

Students should be able to Analyze Systems

Learning Objectives: Student demonstrates the ability to analyze business requirements for IS and defines functions and operations of the intended IS.

Learning Goal #2:

Students should be able to Design Systems

Learning Objectives: Student demonstrates the ability to design the desired features and operations of the IS.

Learning Goal #3:

Students should be able to Develop and Implement Systems

Learning Objectives: Student demonstrates the ability to transform all features and operations into an actual IS.

Learning Goal #4:

Students should be able to Integrate Systems

Learning Objectives: Student demonstrates the ability to design plans for integrating a new IS with existing IS.

2. Assessment Instrument, Procedure and Metrics

The assessment of the MSIS program takes place through the capstone course: IS 696, where students are engaged in projects.

Faculty teaching IS 696 will score individual students on a scale from 0 (zero) through 2 (two), reflecting their level of accomplishment for each of the three goals, where:

0 = student fails to meet expectations

1 = student meets expectations

2 = student exceeds expectations

For each student an overall average score is calculated and it is expected that 90% of the students will attain an overall average score of 1 or better.

It is the responsibility of the faculty assigned to that class to measure the performance of all students, record the performance on the performance document (see attached), calculate the student's average score, and verify that 90% of the students are scoring an average of 1 (one) or better.

3. Collecting, Analyzing, and Dissemination of Assessment Leading towards Continuous Improvement.

Projects and scores are kept for one semester by the faculty member; **however, for the purpose of assessment**, projects and scores are kept in the CIS office for the required assessment duration.

From time to time, but not less than annually, the Departmental Assessment Committee will evaluate the assessment results and make appropriate recommendations to the curriculum committee to ensure a quality MSIS program. These recommendations are expected to lead towards continuous improvement of the MSIS program.

**Computer Information Systems
Curriculum Map for MSIS Program**

| Assurance of Learning Goal | IS 606 | IS 614 | IS 620 | IS 625 | IS 645 | IS 696 |
|--|---------------|---------------|---------------|---------------|---------------|---------------|
| System Analysis | K | S | A | A | A | S |
| Design of Systems | A | S | A | A | A | S |
| System Development and Implementation | K | A | A | A | A | S |
| System Integration | K | K | K | A | A | S |

K= Knowledge/Comprehension

A=Application/Analysis

S=Synthesis/Evaluation

MSIS CAPSTONE IS 696 ASSESSMENT

| GOALS | SCALE | | | POINTS |
|--|---|---|---|---------------|
| | Student fails to meet expectations 0 | Student meets expectations 1 | Student exceeds expectations 2 | |
| STUDENT SHOULD BE ABLE TO ANALYZE SYSTEMS | Student is not able to analyze systems and is not knowledgeable about systems analysis | student demonstrates the ability to analyze business requirements for an information system and defines functions and operations of the intended system | Student demonstrates exceptional skills and a deep understanding of systems analysis | |
| STUDENT SHOULD BE ABLE TO DESIGN SYSTEMS | Student is not able to design systems and is not knowledgeable about systems design | Student demonstrates the ability to design the desired features and operations of the information system | Student demonstrates exceptional skills and deep understanding of information system design. | |
| STUDENT SHOULD BE ABLE TO DEVELOP AND IMPLEMENT SYSTEMS | Student is not able and is not knowledgeable about systems development and implementation | Student demonstrates the ability to transform all features and operations into an actual information system | Student demonstrates exceptional skills and a deep understanding of systems development and implementation. | |
| STUDENT SHOULD BE ABLE TO INTEGRATE SYSTEMS | Student has no knowledge of and does not grasp the principles of system integration. | Student demonstrates the ability to design plans for integrating a new information system with an existing information system | Student demonstrates a deep understanding of the principles and planning of systems integration. | |

AVERAGE SCORE

*NOTE: Students are assessed on the basis of team final project document and individual presentation of final project

MSIS Program Assessment Results

Spring 2009

Teaching Goal:

To produce highly qualified Information Systems professional who are able to manage and/or lead system development teams that analyze, architect and integrate systems solutions in an increasingly diverse, globally interdependent, and technically complex business environment.

Program Objectives:

2008-2009: 90% of students enrolled in IS 696 successfully complete the course with a passing grade. The class instructor calculates and reports to the department head the percentage of students that completed the course successfully.

Results: For spring semester 2009, 100% of students enrolled in IS 696 successfully completed the course with a passing grade.

Analysis: The goal is met for spring semester 2009.

Future Plans: Use the same instrument to evaluate future IS 696 students.